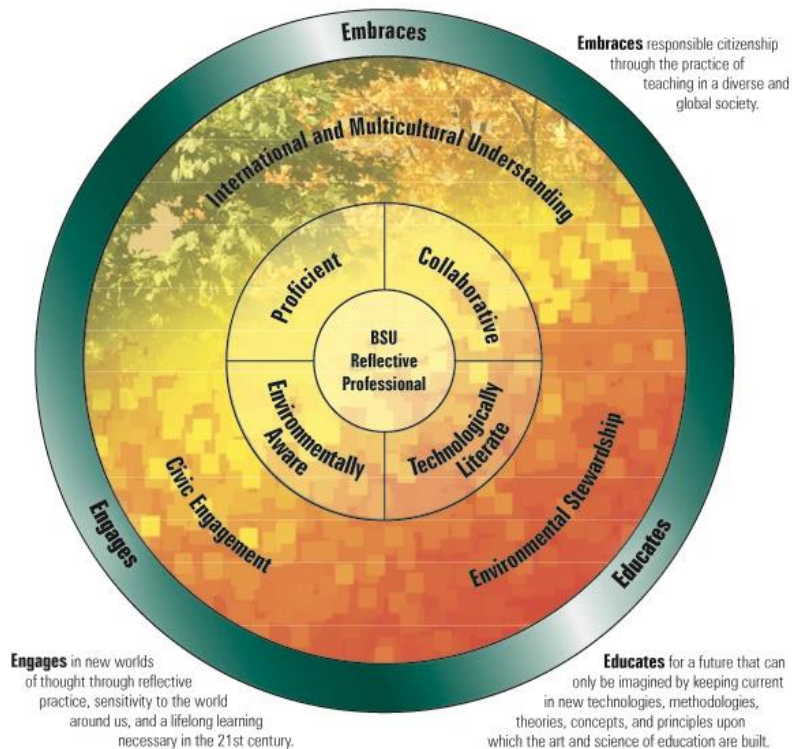


Professional Education Department Handbook

Conceptual Framework: Teacher as Reflective Professional



Bemidji State University Professional Education

For Undergraduate and Graduate Teacher Education Programs



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Introduction and Use of the Handbook

The Handbook describes policy and procedure for the undergraduate and graduate teacher education programs at Bemidji State University. The information in this handbook does not duplicate the information in the *Bemidji State University Teacher Candidate Handbook*, or *The IFO/MnSCU Master Agreement*. Department faculty and staff need to be familiar with the information in each of these documents. The Handbook explains how the Department of Professional Education is to conduct its mission, both in the implementation and the modification of policy. To be useful, the Handbook is reviewed and updated periodically by the department. Policy in updated editions of the Handbook is modified in accordance with the Handbook's guidelines.

Revised 2/20
Edited

Mission of the Department of Professional Education

BSU prepares teachers through inquisitive, involved, reflective practice. The framework outlining our program sets a standard that is rigorous, exemplary and innovative. The curricular structure is research based and organized around the Standards of Effective Practice. Graduates are proficient, collaborative, technologically literate and environmentally aware teachers, who work effectively in various settings with diverse learners. Professional programs are designed to reflect the current knowledge base and effective practice. Curricular coherence is strengthened through faculty study and dialogue on purpose, course content, and intended candidate learning outcomes.

Revised 2/20
Edited

Conceptual Framework of the Department of Professional Education

In teacher education, the conceptual framework is the coordinated system that links the institution's image of what a teacher should be with the knowledge base and delivery of the program. The faculty of the Department of Professional Education and methods instructors from other departments have adopted and implemented the "Standards of Effective Practice" (SEP) as the guiding principles for its program. The "Standards of Effective Practice" are required for all teaching licenses in the State of Minnesota. See the *Teacher Candidate Handbook* for details on these standards that form the Conceptual Framework for the department.

Revised 2/20
Edited

Place of the Department of Professional Education in the University Structure

The Department of Professional Education is one of the many departments in the College of Arts, Education, and Humanities. The primary undergraduate program offered by the Department is the Elementary Education B.S. Major, available through both on-campus and distance learning formats. In addition, for students majoring in all teacher education programs, the Department of Professional Education provides educational foundations coursework, through which students in teacher education majors address the Standards of Effective Practice. The Department also provides coordination and management of clinical experiences for teacher education students, including student teaching.

Revised 2/20
Edited

The Department of Professional Education offers programs, course work and licensure also at the Graduate level:

Master of Arts in Teaching MAT (online)	Graduate degree
Master of Special Education (MSPED)	Graduate degree
Reading K-12 Licensure (on hold until further notice)	Add on Licensure
Emotional/Behavioral Disorders	K-12 Licensure
Specific Learning Disabilities	K-12 Licensure
Autism Spectrum Disorder	K-12 Licensure

Revised 2/20
Edited

Undergraduate Teacher Education Programs

Undergraduate teacher education programs available at Bemidji State University include the following:

Teacher Education Program	Scope of Licensure
Elementary Education, BS	K-6
English Education, BS	Grades 5-12
Health Education, BS	Grades 5-12
Mathematics Education, BS	Grades 5-12
Music Education, BS (Instrumental or Vocal)	Grades K-12
Physical Education or Developmental/Adapted Physical Education, BS	Grades K-12
Science Education, BS (Life, Chemistry, Physics or Earth & Space)	Grades 5-12
Social Studies Education, BS	Grades 5-12
Pre-Primary, endorsement	Age 3-PreK
Mathematics, endorsement	Grades 5-8
Science, endorsement	Grades 5-8

Social Studies, endorsement	Grades 5-8
Communication Arts & Literature/English, endorsement	Grades 5-8

Students can access detailed information about undergraduate and graduate licensure programs, majors, and specialty programs by going to the Bemidji State website <https://www.bemidjistate.edu/academics/catalog/> and clicking on the appropriate college and school.

Revised 2/20
Edited

Governance and Organization

Faculty in the department are organized, according to seniority in “Educational Foundations,” “Elementary Education,” and “Special Education.” Within the Department of Professional Education through a democratic process or otherwise appointed to coordinate the following programs: Standards of Effective Practice, Elementary Education, Early Childhood, Special Education, Professional Education Distance Learning (PEDL) and Graduate Education. Committees are based on the conceptual framework and determined each year by the department in accordance with Master Agreement Article 20, Section A., Subd. 3. A list of current committees is located in appendix A. Standing committees, sub committees, ad hoc, and individuals of the department bring issues of policy and practice to the entire department during its regular meetings. An elected department chair coordinates the efforts of the department and leads department meetings. The responsibilities of the department chair are detailed in the *IFO/MnSCU Master Agreement*.

Revised 2/20
Edited

Policy and Procedures for the Conduct of the Department Professional Education Program

1. The department shall follow policies and procedures as stated in the Master Agreement, and BSU policies and procedures when BSU policy does not conflict with the Master Agreement.
2. The department meets regularly, at least twice monthly during the academic year based on the official university calendar, at a day and time determined by the members of the department.
3. (RR Chapter II Section 3 p. 21) In the event of a time sensitive matter there would need to be a third of those eligible to vote.
4. A motion passes if at least a quorum, defined above, votes in favor of the motion. (A tie means the motion fails. (RR Chapter XIII Section 44.)
5. If an electronic vote is requested through email, the vote must be cast within the requested time frame.

6. The department meeting agenda is prioritized in the following manner: call to order, first readings, second readings, other items and announcements.
7. Faculty, includes fixed term and adjuncts sub-committees, and committees of the Department of Professional Education may bring motions to the Department in the form of first readings. First readings by individual faculty require a second. First readings are introduced at a first meeting and discussed with action being taken at a second meeting.
8. Staff are encouraged to serve on committees when it is an integral part of their work and provide input.
9. All current committees (standing, subcommittees, and ad hoc committees) make recommendations to the department regarding policy and procedure matters in the area of their charge:
10. Action committees of the department will be convened by the Chair when recommendations about policy directions are needed in an area.
11. Department members can be voting members of any or all action committees. Fixed term and adjuncts would follow the current IFO contract.
12. The current edition of Robert's Rules of Order Newly Revised shall be the official parliamentary authority of the Department of Professional Education except for specific allowances approved by the department.
13. The department may elect a parliamentarian.
14. As an exception to the above, after a first reading of a motion is completed, the Chair or any one member of the department may request an immediate vote on the motion. If there is no objection, the vote will be taken. [Clarification questions may first be asked and answered.]
 - a. There will be no debate on the request or the motion.
 - b. The vote will be binding.
 - c. If debate is requested, the motion will be given a second reading at the next regularly scheduled department meeting.
 - d. Immediately following the second reading, the motion will be debated, and action taken
15. Search advisory committee membership shall be determined from the program relevant to the search and approved by the department.
16. Within one week of authorization by the BSU administration to form one or more search advisory committees the chair of the Department of Professional Education shall contact the relevant program(s) to draft a committee of four members,
17. Within two weeks of notification from the chair, the program(s) shall submit the draft of search advisory committee(s) membership(s) to the chair of the department,

Within one week of receipt of the search advisory committee(s) draft by the respective programs, the chair of the department shall call a special meeting of the department and bring the search advisory committee(s) membership draft(s) to the department as a second reading for approval by the democratic process at the next scheduled department meeting.

18. The chair shall forward to all members of the department the approved search advisory committee(s) all the search advisory materials received from BSU Human Resources pertaining to the search advisory committee process.

Revised 2/20
Edited

ED-TPA Remediation Instructions

Students who score a “1” on two or more of the 15 rubrics used on the ED-TPA require successful remediation to pass student teaching.

1. A faculty will be assigned to student requiring remediation.
Faculty accesses the student’s edTPA documents via the ‘Reviewer’ tab in Taskstream and requests that the student sends their Pearson edTPA Score Report to the faculty member.
2. Faculty contacts student providing the following instructions
 - a. Student gives student access to ED-TPA (either sharing ED-TPA electronically via email or other means or faculty access ED-TPA in TaskStream)
 - b. Student is to review the rubrics and sections in which he or she got an error code or a score of 1.
 - c. Student is to write an explanation as to why they believe they received that score (what was the error or what gaps exist in their original commentary submitted).
3. Faculty reviews the submitted ED-TPA
 - a. If remediation is due to an Error Code, the student must resubmit the Task they received an Error Code in on the Pearson platform.
 - b. If not, then proceed to step 4.
4. Faculty and student meet (in person or via phone or other electronic communication).
 - a. Faculty and student review the written explanation (step 2c).
 - b. Any of the following can successfully conclude the remediation at the discretion of the faculty assigned to this remediation.
 1. Student written explanation adequately demonstrates understanding of the deficient rubric at the level of at least a “2”.
 2. Student written explanation plus further conversation between the student and faculty adequately demonstrates understanding of the deficient rubric at the level of at least a “2”.

3. Student is required to redo the section of commentary receiving scores of “1” in which written explanation (2c) and conversation do not demonstrate adequate understanding.
 4. Faculty will score the redone sections of commentary locally. Upon scoring locally of “2” or higher, remediation is completed.
 5. Student is required to redo the entire ED-TPA commentary (utilizing same recorded lesson) and submit to faculty for local scoring.
 6. Student is required to redo the entire ED-TPA commentary (utilizing new recorded lesson) and submit to faculty for local scoring.
 7. Student is required to redo the entire ED-TPA commentary (utilizing new recorded lesson) and submit to Pearson for official scoring.
 1. If student scores “1” on two or more rubrics, the remediation process will proceed as described above for the most recently scored ED-TPA.
5. After successful remediation, the faculty submits a written summary of the successful remediation to the clinical director of the program pertaining to the student (campus or PEDL), as well as to the student. The student then submits this summary in Taskstream under ‘Remediation Report’ in the Student Teaching DRF.

Revised 3/20
Edited

Procedures for Adoption of Curriculum for the Department of Professional Education

Any curriculum change is submitted to the appropriate committee or sub-committee. The committees review proposals and send them, with recommendations, to the Chair of the department for department action.

Proposals approved by the department enter the university curriculum process. (<https://www.bemidjistate.edu/mybsu/faculty-resources/faculty-curriculum-forms/>)

The University has established specific timelines for curriculum approval; therefore, all curriculum proposals must be acted on in a timely manner. Curriculum proposals should be given priority in the committees’ agenda. If no action has been taken by the end of the second meeting following receipt of the proposal, the Committees must verbally communicate with the proposer of the curriculum proposal and then report to the Department at the next scheduled meeting about the reason for the lack of progress.

Revised 2/20
Edited

Procedures Followed by Standing Committees

Standing committees and their subcommittees recommend policy to the department. Each committee is comprised of members from the Department of Professional Education.

Each committee member has one vote, each committee includes a facilitator and a recorder. Minutes of each committee's meetings will be distributed to the department. Each committee shall determine the procedures concerning the selection of a facilitator and a committee member has one vote, each committee includes a facilitator and a recorder. Each existing standing committee will review and redefine its charge as necessary. Committees will address issues pertaining to distance learning and all off-campus efforts within the purview of the committee. Committee minutes will be deposited into D2L as the standard protocol dictates using the department template. This will aid in accreditation materials to be more accessible.

Any member of the department may bring an issue for discussion and/or motion to a standing committee. Following the procedure for first readings to the Department, if a Department Member brings an item to the Chair of the standing committee by the Friday before the standing committee's next meeting, the item will be part of the agenda of the standing committee's next meeting. If a Department Member first brings an item to a standing committee at a meeting, the standing committee will address the item at that meeting if there is time. If not, the item will be addressed at the next standing committee meeting. All recommendations made by standing committees to the Department will be brought to the Department by the next meeting date of the Department.

Revised 2/20
Edited

Appeals Process

Students who are denied admission or are removed due to low GPA may appeal the decision using the **BSU Department of Professional Education Appeals Process Form**. The student should meet with their academic advisor first to create a written request for readmission to the program. This plan should provide additional documentation and explanation as well as a rationale for granting admission and a plan for success in the program. These plans are reviewed by the Admission and Retention Committee.

The Admission and Retention Committee shall be composed of the department's Licensure Certification and Advising Officer, the Director of Clinical Experiences, and a department faculty member.

Students who are not satisfied with the results of the Admission and Retention Committee's ruling may then appeal to the Department of Professional Education Chair.

Students who are not satisfied with the results of the Department of Professional Education Chair's ruling may then appeal to the Dean of the College of Arts, Education and Humanities.

Students who are not satisfied with the results of the Dean's ruling may then appeal to the Provost and Vice President for Academic and Student Affairs.

Students who are not satisfied with the results of Provost's ruling may finally appeal to the Office of the President.

If the student still has concerns, the student is afforded another appeal process directly to *Professional Education Licensing Standards Board (PELSB)*.

"PELSB (Professional Education Licensing Standards Board), upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the person or the person's credentials. At the board's discretion, assistance may include the application of chapter 14." MS 122.09 Subd.4C

Revised 4/29/20

Admission and Retention Documents

Complete academic and conduct policy for students can be found in three documents. These documents are listed below:

1. Undergraduate and graduate catalogs <https://www.bemidjistate.edu/academics/catalog/>
2. Bemidji State University Student Handbook <https://www.bemidjistate.edu/offices/student-life-success/handbook/>
3. Teacher Candidate Handbook

Each document provides policy and procedure for students from a particular context: no single document provides all the necessary information.

Revised 2/20
Edited

Grants

New Grants:

1. Proposal originator completes “Grant Proposal Summary Form,” and submits copy of summary and any drafts to the Chair electronically.
2. Department Chair (DC) and originator go over grant proposal/summary and decide which, if any, committees need to be informed of proposal. DC may also decide to inform the department of proposal directly.
3. The Chair notifies department by distributing the electronic copy of the summary and allowing one business week for review.
4. Members of any reviewing committee and department members give feedback to DC. The Chair brings proposal to the department for discussion.

Reports and Grant Renewals:

1. Grant originator provides copies of all grant reports and renewal proposals for review by the department members and allows time for review. Members give any feedback to DC.
2. Chair brings proposal to the department for discussion.

Revised 2/20
Edited

Adjunct Faculty

Adjunct appointments are temporary part-time positions to meet temporary staffing needs due to enrollment increases or other special programmatic needs of the department. The appointment terminates at the end of the stated period and carries no implication of future employment.

All current adjunct faculty will have a copy on file of appropriate employment paperwork in the department office.

Programs identify faculty needs and make recommendations to the chair. Upon the recommendations of the chair, the final approval of hiring an adjunct is done by the Dean who will follow requirements described in the university adjunct handbook. (Article 20, Section E, Subd. 3.e.)

Revised 2/20
Edited

Summer Governance

When the Chair needs department input on an issue during the summer, he or she will notify by email all members of the department of a meeting date, at least three working days prior to the meeting date. The meeting will be via the current virtual platform authorized by the university. Those who attend this virtual meeting will act for the full department.

Revised 2/20
Edited

Sunshine Fund

The department shall maintain a fund to be used to purchase expressions of sympathy, encouragement, support or celebration of educational accomplishments related to BSU employment for members of the department. The office manager shall administer the fund, with advice and consent of the Chair and the Sunshine Fund Committee. At the beginning of each academic year the department will vote on an amount of money to be requested from each faculty and staff member of the department. The office manager collects the money.

Revised 2/20
Edited

Off Campus Programs

Off campus programs will follow the same policy procedures as on-campus programs in matters of personnel, curriculum (including course assignment), and (when applicable) budget.

Reviewed 2/20
Edited

Faculty Responsibilities

All faculty teaching courses in the Department of Professional Education must complete the standards rubrics in Taskstream and require students to upload field experience documents and/or dispositions (if field experience is required in the course) into Taskstream. Faculty may require students to upload other documents and artifacts.

Campus Key Assessments *Elementary and Secondary Students*

1. ED 3100: Intro to the Foundations of Education
2. ED 3350: Pedagogy
3. ED 3221: Elementary Math Methods, The Block (*Elementary Only Students*)

DLiTE Key Assessments *Elementary Only Students*

1. ED 3100: Intro to the Foundations of Education
2. ED 3350: Pedagogy
3. ED 3221: Elementary Math Methods, The Block

FasTrack Key Assessments

Secondary Only Students

1. ED 5100: Intro to the Foundations of Education
2. ED 5350: Pedagogy
3. Methods Course

Special Education Conventional Key Assessments

1. SPED 5715: Curriculum Techniques Special Populations
2. SPED 6620 (LD), 6630 (EBD) or 6660 (ASD)
3. SPED 5107: Professional Practice in Special Education III or 6640 (Advanced Strategies)

Special Education- FasTrack Key Assessments

1. ED 5100: Intro to the Foundations of Education
2. ED 5350: Pedagogy
3. SPED 6620 (LD), 66230 (EBD) or 6660 (ASD)

DAPE Key Assessments

1. PHED 4/5514: DAPE Program Planning
2. PHED 4/5515: DAPE Teaching Strategies
3. PHED 4/5516: The DAPE Professional

Concerns and Complaints

All Professional Education faculty and administration, including the department chair and dean, will follow established professional protocol responding to student concerns and complaints. The students will be directed to approach the professor first, the advisor second and, only if they feel the issue of concern is unresolved, ask to meet with the department chair. If still unresolved, the next step would be the dean.

Revised 2/20
Edited

Course Evaluations

We encourage faculty to utilize a mid or end of semester evaluation. (Center for Professional Development has a template for consideration) Evaluation may be to support Criterion 1 for teaching effectiveness and may be used for consideration for tenure and promotion.

Revised 2/20
Edited

Shared Classroom Rules

Instructors who share the same classroom should attempt to reach an agreement regarding the storage space for materials and for materials displayed and posted in each such room. If an agreement cannot be reached, the department chair should be contacted for the purpose of facilitating a mediated solution.

Revised 2/20
Edited

Assignment of Classes

The availability of a course (on-and off-campus) is to be announced electronically as soon as possible by the department chair to all of the Department of Professional Education Faculty, and at the weekly faculty meeting.

Teaching loads will also be based on the needs of the Professional Education Department and PEDL.

A course becomes available:

1. If there is no full-time qualified member of the department who is able to teach the course according to Minnesota Statute 122A.09(f).

8700.7600 Subpart 5a D. Necessary faculty and physical resources are allocated to implement and maintain the teacher preparation program as follows:

(1) A professional staff member, qualified by academic preparation, shall provide the instructional leadership for the program and develop the course of study in collaboration with licensed, experienced school personnel in the field;

(2) Faculty assigned to instruct and assess the subject matter content shall have advanced academic preparation to teach the content;

(3) faculty assigned to instruct and assess the professional education components shall have both academic preparation and direct experience teaching the content and levels established in the licensure field's scope of practice;

(4) program faculty assigned to provide instruction in methods of teaching and to supervise student teaching experiences shall have teaching experience at the licensure level of the licensure program and

(5) Classroom teachers who supervise student teaching experiences shall hold current valid licenses in the licensure fields and at the licensure levels they supervise.

2. If two or more members of the department wish to teach the same course.

a. If it is a new course (a faculty member who developed the course should have the first option to instruct the course).

If two or more full-time members of the department wish to teach the same course, preference (in rank order) is given to the faculty member; using the following hierarchy in order to determine which faculty member will be assigned the course:

1. Who meets the criteria in Minnesota Statute 122A.09(f);
2. Who is listed on the appropriate roster.
3. Allows faculty member to make load and does not cause one faculty member to lose load.
4. When possible, minimizes disruption to a faculty member's schedule
5. With seniority.

Revised 2/20
Edited

Workshops

Workshops sponsored by department members only need to be reviewed by the department chair.

The appropriate standing committee or subcommittee reviews new workshops sponsored by department members but taught by others outside the department. The proposals are then brought before the department for review.

All workshops taught by non-department faculty and not sponsored by the department members must to the appropriate committee for review, then to the department members for review.

Revised 2/20
Edited

Occupancy Rules for Faculty Offices

All existing office assignments continue to be in effect. If an office becomes available, an announcement is made by the department chair. Any interested member of the department has the right to request assignment to the vacant office. Assignments are made by the department chair based on the seniority list obtained from the Academic Vice President. Office exchanges are considered vacancies to which the above policy applies. The office manager may assist with announcement and assignments.

Revised 2/20
Edited

Department Chair Elections

Article 20, Section D, Subds. 1-3 inclusive of the Master Agreement between the IFO and Minnstate shall be the guiding authority on this process. In addition, and not contrary to Article 20, Section D, the department shall follow the following additional guidelines.

When the department chair becomes vacant, such a vacancy shall be announced to every member of the department in writing and at two successive department meetings. Eligible faculty members willing to stand for Chair will make their willingness known in writing to all members of the department through The Chair. Those eligible faculty members willing to serve will also notify the dean. The self-nomination process will take place at the second department meeting where the Chair announces the vacancy and will last for fifteen days (days will be defined as a duty day, as defined by contract). After fifteen days, nominations will be declared closed. If only one candidate had come forward, that candidate will be declared elected. If more than one candidate has come forward an election will be held.

Rules of the Chair election:

1. Elections will be by written ballot. Ballots will be prepared by the office manager. Candidates will be listed in alphabetical order by candidate's last name.
2. The election will take place at least one week after the close of nominations and not more than four weeks after the close of nominations.
3. The date of the election will be determined by the Dean of the College of Arts, Education, and Humanities and announced in writing to all faculty members of the department.
4. Voting will be done in the office manager's office for on-campus faculty or and by email to the office manager. Persons may vote until the close of the balloting on the day appointed.
5. Eligibility to vote will be determined by the dean or a designee, according to the IFO master agreement. Only eligible members may vote.
6. The department office manager will count the votes in the presence of the Dean's administrative assistant.
7. The individual who receives the largest number of votes will serve as the department chair.

Revised 2/20

Edited

Code of Conduct

We, the Department of Professional Education, in order to create a positive workplace and provide excellent preparation in teacher education commit to...

- ***Demonstrate respect for each other and our meetings by:***
- Respecting the Chair of meeting
- Using Robert's Rule, as a guideline for meetings
- Practicing the behavior we expect our students to show in class
- No use of technology unless it pertains to the meeting.
- Host of the meeting will monitor the screen for the "hands up" feature in Zoom, which online participants may utilize.

and outside our meetings by:

Acknowledging difference in communication styles we wish to move toward clearer expression of thoughts and action using civil language. Practicing reflective listening allows and supports new ideas. We encourage people to speak their truth/experience by sharing useful, balanced, fact-based, and relevant information.

Faculty will support one another, thus strengthening the inter-personal department dynamics by not discussing other faculty or faculty courses and coursework with students or each other. Faculty will never approach students to discuss their faculty colleagues.

Any breach of the Faculty Code of Conduct as written, will be documented and sent to the department chair, and dean and Human Resources, as needed, and any other appropriate personnel.

Revised 2/20
Edited

Appendix A

Standing Committees

Admission & Retention

- Aspen Easterling-facilitator-Sabbatical 2020-21
- Dr. Sonia O'Bryan- Sabbatical 2020-21
 - Renae Spangler
 - Dr. Michael Urban

Assessment

- Dr. Margaret Lubke-facilitator
 - Amanda Chelsey
 - Dr. Camille Brandt
 - Dr. Miriam White
 - Dr. Jessamay Pesek
 - Dr. Lisa Krall
 - Dr. Porter Coggins

Content Coordinators

- Renae Spangler-Director, Clinical Experience-facilitator/convener
 - Physical Education-Dr. Amber Fryklund
 - Health-Dr. Shannon Norman
 - Social Studies-Dr. Pat Donnay
 - Math-Dr. Todd Frauenholtz
 - Science –Dr. Julie Larson
 - English-Dr. Mark Christiansen
 - Music Education-Dr. Janice Haworth
 - Staff, Licensing Coordinator-Aspen Easterling-Sabbatical 2020-21
 - Chair, Dept. of Professional Education-Dr. Porter Coggins
 - Director, Assessment & Accreditation-Dr. Margaret Lubke
 - PEDL FasTrack Coordinator-Dr. Jessamay Pesek
 - SPED Coordinator-Dr. Miriam White
 - FasTrack Coordinator-Dr. Janine Wahl
 - Preprimary-Dr. Layna Cole
 - Director, PEDL Clinical Office-Lisa Schmitz
 - Research Analyst-Amanda Chesley
 - Dean, College of Arts, Education & Humanities-TBA

Diversity Education

- Dr. Delana Smith
 - Dr. Camille Brandt
 - Dr. Miriam White
 - Dr. Jessamay Pickle
 - Dr. Dave Benson
 - Dr. Margaret Lubke

Field Experience

- Renae Spangler–facilitator
 - Dr. Sonia O’Bryan-Sabbatical 2020-21
 - Dr. Janine Wahl
 - Aspen Easterling-Sabbatical 2020-21
 - Lisa Schmitz

Graduate

- Dr. Lisa Krall and Dr. Margaret Lubke-facilitators
 - Dr. Miriam White
 - Dr. Camille Brandt
 - Dr. Sonia O’Bryan-Sabbatical 2020-21
 - Dr. Layna Cole
 - Dr. Porter Coggins
 - Dr. Michael Urban
 - Dr. Jessamay Pesek
 - Dr. Janine Wahl
 - Dr. Timothy Goodwin

Handbook Committee

- Lisa Schmitz- Facilitator
 - Dr. Sonia O’Bryan-Sabbatical 2020-21
 - Dr. Porter Coggins
 - Dr. Janine Wahl

PEDL

- Dr. Jessamay Pesek – Coordinator
 - Dr. Lisa Krall
 - Dr. Timothy Goodwin
 - Dr. Janine Wahl
 - Lisa Schmitz

Personnel Committee

- Dr. Lisa Krall- Facilitator
 - Dr. Porter Coggins
 - Dr. Margaret Lubke
 - Dr. Layna Cole

Reading Licensure (on hold)

- Dr. Sonia O’Bryan-facilitator-Sabbatical 2020-21
 - Dr. Lisa Krall
 - Dr. Camille Brandt
 - Dr. Miriam White

Special Education

- Dr. Miriam White-Coordinator

- Dr. Camille Brandt
- Dr. Margaret Lubke
- Dr. Janine Wahl

Technology (on hold)

Revised 2/20
Edited